It’s all about Punctuation!

Bethany Hinckley

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ELED 3151 – P61

*Table of Contents*

Unit Plan Organizer

Semantic Map

Lesson Plan One: Stop. And. Go.

Lesson Plan Two: The Perfect Punctuation

Lesson Plan Three: Stop That Run-On

Reflection

|  |  |  |
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| **UNIT PLAN ORGANIZER** | **Candidate’s Name** \_Bethany Hinckley\_\_\_  **Mentoring Teacher’s Name** Dr. Brashears / Mrs. Tolley\_\_\_  **Grade Level** \_Third\_\_\_  **Semester** \_Fall\_\_\_ **Year** \_2012\_\_\_ | |
|  | | |
| **Unit Title:** It’s All About Punctuation! | | |
| **Unit Goal and Tennessee Curriculum Standards:**  The students will be able to recognize the correct use of punctuation within context. The student will also be able to correctly use punctuation in their own writing. The Students will also learn the importance of capitalizing the first word in a sentence.  SPI 0301.1.7 Recognize correct capitalization and end punctuation within context.  SPI 0301.1.10 Identify declarative, interrogative, and exclamatory sentences by recognizing appropriate end marks. | | |
| **Assessment tools:**  The students will work with punctuation and capitalization throughout the lessons within the unit. The teacher will observe the students practicing the concepts and differentiate the instruction as needed for the students. The teacher will use both formal and informal assessments in each lesson. The teacher will also assess the students’ knowledge of punctuation and capitalization through their writing. | | |
| **Vocabulary to be taught:**  Punctuation – Marks or characters in writing used to separate elements and make the meaning clear.  Capitalization – The act of writing or printing in capital letters.  Period – Used to show a complete sentence.  Exclamation Mark - Used to show intensity of emotion.  Question Mark – Used to show a question. | | |
| **Child-related Web sites:**  <http://www.eduplace.com/kids/hme/k_5/quizzes/>  <http://www.sheppardsoftware.com/grammar/capitalization.htm> | | **Teacher-related Web sites:**  <http://www.woodlands-junior.kent.sch.uk/interactive/literacy2.htm#caps>  <http://languagearts.pppst.com/punctuation.html>  <http://www.collaborativelearning.org/punctuationgames.pdf> |
| **Trade books:**  Punctuation Takes a Vacation By: Robin Pulver  Punctuation Celebration By: Elsa Knight Bruno  Grammar Tales: The Mega-Deluxe Capitalization Machine By: Justin McCory Martin  Code Blue – Calling All Capitals! By: Pamela Hall | | Other textbooks or media:  Punctuation Song:  <http://www.youtube.com/watch?v=oYrQ76plspQ>  Capitalization Song:  <http://www.youtube.com/watch?v=_gMP98VbBLM> |
| Supplies needed:  -Red and green pens or markers  -A paragraph for students to read to find examples of capitalization and punctuation  -Reading materials for each student based on their reading level  -Outdoor space or ample classroom space for students to move around  -Labels: Declaration, a Question, Exclamation  -Variety of sentences mixed together (Declaration, Questions, Exclamations)  -K-W-L Chart  -Run-on Sentences glued together and rolled up  -Copies of Sentence Run-on 2 worksheet  -Construction Paper  -Scissors  -Glue | | Introductory Activity for Unit:  The students will listen to the Punctuation and Capitalization songs.  Culminating Activity for Unit:  The students will be using pieces they have written from previous lessons and editing it both themselves and with their peers for capitalization and punctuation errors. |
| Links to other Content Areas:  -See Semantic Map | |

**Semantic Map**

At the elementary level, Social Studies is not a major emphasis. Because it does not get a lot of time in the classroom, being able to incorporate it into other subject areas is very important for teachers. It allows them to teach more than one subject in a single lesson, which is beneficial for the students.

Social Studies is incorporated into the “Stop. And. Go.” lesson. While the students are playing the game, they are reading books on Social Studies topics.

Social Studies

Music is incorporated into the mini-unit. The “Punctuation Song” and “Capitalization Song" allow the teacher to connect music into the lesson.

**It’s all about Punctuation!**

Technology

Technology is integrated into the “Stop that run-on” lesson. The students use technology to take a quiz on complete and run-on sentences.

Music

With our world becoming more technology based every day, it is important for students to learn how to use it. Technology also opens many opportunities for teachers that they did not have before in the classroom. Technology allows teachers to offer more instructional strategies and vicarious experiences than ever before.

Music is one thing that every student has in common. Music is around in every aspect of our lives. It plays in the background at the grocery store, in our cars, and even in the movies and television shows we watch. To be able to reach students through music is such an opportunity for teachers. It engages the students in learning and provides them a tool when needing to remember the information in the future.

**Date of Lesson**: April 9, 2012

**Major Content:** Language Arts

**Unit Title:** It’s All About Punctuation!

**Subject:** Stop. And. Go.

**Grade Level:** 3

**Number of Students:** 24

**Lesson Plan One**

**Lesson Goal:**

Students will understand the importance of capitalization and punctuation in writing.

**Objectives:**

1. Students will learn the most common rules for capitalization and punctuation.
2. Students will understand the meaning of a capital letter and an ending punctuation.
3. Students will learn to identify proper and improper capitalization and punctuation in their own and peer-writing.
4. Students will be able to create their own sentences using proper capitalization and punctuation.

**Supporting Standards**

1. COMMON CORE STANDARD FOR LANGUAGE ARTS

L.3.2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

1. Language Arts Standards

SPI 0301.1.7 Recognize correct capitalization and end punctuation within context.

**Required Prior Knowledge/Skills:**

Students understand what makes up a sentence – a noun and a verb.

**Connection to Real Life:**

The students will look at different examples of writing and find similarities and differences in the sentences and ones they have created. The students will find that all sentences begin with a capital letter and end with a period. The teacher will stress the importance of capitalization in our everyday lives.

**Bloom’s Taxonomy:**

Knowledge- The students will understand to capitalize the first letter in a sentence and to put a period at the end.

Comprehension- The students will understand why it is important to capitalize and punctuate correctly.

Application- The students will practice capitalizing and punctuating sentences.

Analysis- The students will begin to question what other capitalization and punctuation rules there are in grammar based on prior experiences with writing.

Synthesis- The students will create their own sentences using the capitalization and punctuation rules.

Evaluation- The students will peer edit their papers to check for capitalization and punctuation errors.

**Multiple Intelligences –**

Spatial – The students will visualize sentences like traffic lights. They will understand that a capital letter is like a green traffic light, and a period is like a red traffic light.

Linguistic – The students will work with words both spoken and written to understand how punctuation and capitalization affect a sentence.

Bodily-kinesthetic – The students will use their bodies to act out what the grammar in a sentence is telling them.

Interpersonal – The students will work together to peer edit their sentences.

Intrapersonal – The students will create sentences on their own and work with capitalization and punctuation.

**Differentiated Instruction:**

For students that are advanced, other punctuation and capitalization rules can be introduced. The students can begin to experiment with other grammar rules they may have seen in environmental text.

For students that do not seem to understand the material, the teacher can focus on one grammar rule at a time. Instead of doing both capitalization and punctuation the same day, the lesson can be split into two parts and taught in stages.

**Materials:**

\*Red and green pens or markers

\*A paragraph for students to read and find examples of capitalization and punctuation.

\*Reading materials for each students on a social studies topic (a book on their appropriate reading level)

\*Outdoor space or ample classroom space for students to move around

**Time:**

60 minutes

**Procedures:**

*Set* – The teacher will allow the students to play “Stop and Go” for approximately 10 minutes. This game involves students in listening skills and will allow them prior knowledge for learning the material in the lesson. The teacher will say Go and the students can move around freely, but when the teacher says stop the students must freeze in their place. After coming back to their desks, the teacher can begin the lesson by asking the students: How does this relate to English? What could be compared to a red and green light in a sentence? Why is it important to have these signals in writing?

*First Step of the Tennessee Instructional Model – “I Do”*

The teacher will introduce capitalization to the students. The students will discuss the importance of capitalizing the first letter in every sentence. The teacher will then introduce punctuation and discuss the importance of putting a period at the end of a sentence. The teacher will take sentences and show the students how to edit them in order to find capitalization and punctuation errors.

*Second Step of the Tennessee Instructional Model – “We Do”*

The teacher will provide a paragraph to each of the students. The class will read the paragraph together circling the first letter in every sentence green and every period red. The teacher will then go over the paragraph on the board circling the capital letters and ending punctuation. The students will discuss how the capital letter and ending punctuation tell them what to do while reading. The capital letter signals a new sentence, while the punctuation signals them to stop.

*Third Step of the Tennessee Instructional Model – “You Do”*

The teacher will re-introduce the “Stop and Go” game from the beginning of the lesson. The difference is that in this version of the game the students will be using social studies reading material to know when to stop and go instead of the teacher vocalizing commands. The teacher will provide the students with reading material that is appropriate for the individual student’s level. The students are instructed to walk around the room while reading the material. When they come across a period, they must stop in place. When they begin the next sentence (at the capital letter) they can walk again. For students that are unable to read and walk, they can stand and sit using the period as a sign to sit and the capital letter to stand.

*Closure –*

The teacher will lead a discussion about the importance of capital letters and ending punctuation with the class. To have the students begin to think about the material in the next lesson of the unit, the teacher will ask the students: What other types of words are capitalized in sentences? What other types of ending punctuation have you seen while reading? Do you think these types of ending punctuation mean the same as a period?

*Assessment –*

The teacher will use the ending version of “Stop and Go” to assess the students. She will be able to watch them as they read to see if they understand when to stop and when to start. This is an informal assessment, but a simple way to point out which students understand the lesson and which do not.

*Objectives & Assessment –*

1. The students will learn the most common rules for capitalization and punctuation.
2. The students will understand the meaning of a capital letter and an ending punctuation.

-The teacher will use the “Stop and Go” game to assess the students understanding of the material. The students will be observed as they read their stories and “stop and go” around the room.

*Supplemental Activities –*

If time permitted, students can look back to their writing from previous lessons and check for proper capitalization and punctuation. The teacher could also have the students work on a story focusing on using correct capitalization and punctuation. This story could be used over the entire unit to allow students to edit their own work as they learn new grammar rules and also peer-edit.

Lesson Plan idea found at:

<http://www.proteacher.org/org/c/494_Capitalization_and_Punctuation.html>

**Date of Lesson:** April 9, 2012

**Major Content:** Language Arts

**Unit Title:** It’s All About Punctuation!

**Subject:** The Perfect Punctuation

**Grade Level:** Third

**Number of Students:** 24

**Lesson Plan Two**

**Lesson Goal:**

The students will understand and use a variety of punctuation marks in their future writing.

**Objectives:**

1. Students will use a period to show a declarative sentence.
2. Students will use a question mark to show a question.
3. Students will use an exclamation point to show an exclamation.

**Supporting Standards:**

1. Common Core Standards for Language Arts

L.3.2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

1. Language Arts Standards

SPI 0301.1.10 Identify declarative, interrogative, and exclamatory sentences by recognizing appropriate end marks.

**Required Prior Knowledge/Skills:**

Students understand types of sentences- declarative, interrogative, and exclamatory.

**Connection to Real Life:**

Students must be able to use a variety of punctuation marks in their everyday lives. A punctuation mark makes a difference when reading a sentence. A punctuation mark can change something that reads like a statement into a question or even change the meaning of a statement all together.

**Bloom’s Taxonomy:**

Knowledge- The students will be able to name the different punctuation marks that can be used at the end of a sentence and why each one is used.

Comprehension- The students will understand why it is important to use different types of punctuation when writing a sentence.

Application- The students will apply what they know to classify types of sentences.

Analysis- Students will discuss the importance of a punctuation mark to the meaning of a sentence.

Synthesis- The students will create their own journal entry using all three types of sentences with their appropriate punctuation marks.

Evaluation- The students will be able to explain how to determine if a sentence is declarative, a question, or exclamatory based on the punctuation mark.

**Multiple Intelligences:**

Linguistic- Students will give examples in a group discussion on the different types of sentences.

Bodily-kinesthetic- Students will move to the different sides of the room that are labeled as a sentence is read aloud.

Interpersonal- Students will work with one another to explain why a particular sentence fits one of the three categories.

Intrapersonal- Students will create a journal entry on their own that must include all three types of sentences.

**Differentiated Instruction:**

For advanced students, the teacher can have the students work backwards and identify the type of sentence based on the ending punctuation.

For students who seem to be having difficulty with the content, the teacher can have the definitions of the types of sentences posted for students to reference during the lesson.

For students who are unable to move around the classroom, cards could be made to hold up after a sentence has been read to show what type of sentence it was.

**Materials:**

-Labels saying declaration, question, and exclamation to hang around the room

-Variety of sentences with the three types mixed together.

**Time:**

30-45 minutes

**Procedures:**

*Set-*

The teacher will ask the students will give the students a sentence three times, each using a different punctuation mark. The students will read the sentences aloud and discuss the effect the punctuation mark has one the sentence. For example: There’s a fire. There’s a fire? There’s a fire!

*First Step of the Tennessee Instructional Model- “I Do”*

The teacher will lead a class discussion on why different types of punctuation are used in writing. The teacher will go over the definitions of a declaration, a question, and an exclamation. The students will give examples of each. The teacher will write several types of sentences on the board, explaining why it has the punctuation chosen.

*Second Step of the Tennessee Instructional Model- “We Do”*

The teacher will explain the signs that have been posted around the classroom. The teacher will read a sentence and the students will move to the side of the room that has the label for that type of sentence. The teacher will call on one student from each section of the room to explain why they chose the label they are standing at. If the students are at the wrong label, after hearing the students’ explanation, the teachers will explain which label is correct before moving on.

*Third Step of the Tennessee Instructional Model- “You Do”*

The students will create a journal entry about something that has recently happened. The students must use all three types of sentences in their entry. These entries will be collected upon completion.

*Closure-*

The teacher will lead a discussion on the types of sentences and their punctuation marks.

*Assessment-*

The teacher will observe the students as they are moving around the classroom determining which label goes with the sentence read. The teacher will also collect the students’ journal entries to assess their use of the three types of sentences and their punctuation marks.

*Assessments and/or Tools-*

-Sentences:

* Please listen carefully.
* Wow!
* Next, we are going to music.
* Be quiet in the hallway.
* Why are you reading that book?
* My mom likes to cook.
* That’s crazy!
* Keep your eyes on your own paper.
* I like to eat bananas.
* What is your favorite food?
* Please watch your little brother.
* Why aren’t you doing your homework?
* I can’t believe it!
* It’s almost time for recess.
* Are we done yet?

*Supplemental Activities-*

After completing the lesson, the teacher can have a list of sentences without punctuation marks. The students can use these sentences to create a story in any order they want and can manipulate the sentences to make them into any type of sentence they want. This will require the students to use their knowledge gained from the lesson and the types of punctuation marks and involve their creativity. These stories can be read aloud to the class to see how the punctuation mark can change the entire meaning of the sentence. One student can add an exclamation mark to “There is a fire!” and write an entire story based around a burning building where as another student could add a period and write about a camp fire they had when they went camping.

Ideas for this lesson plan were found at:

<http://users.manchester.edu/student/kshobson/ProfWeb/periods,%20question%20marks,%20exclamation%20points.pdf>

**Date of Lesson:** April 9, 2012

**Major Content:** Language Arts

**Unit Title:** It’s All About Punctuation!

**Subject:** Stop That Run-on

**Grade Level:** Third

**Number of Students:** 24

**Lesson Plan Three**

**Lesson Goal:**

The students will avoid run-on sentences in their writing.

**Objectives:**

1. Students will learn to identify run-on sentences.
2. Students will learn ways to divide run-on sentences.
3. Students will edit their own writing to correct and run-on sentences.

**Supporting Standards:**

1. Common Core Standards for Language Arts

L.3.1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

1. Language Arts Standards

SPI 0301.1.6 Select the compound sentence that correctly combines two simple sentences.

**Required Prior Knowledge/Skills:**

Students must understand what a complete sentence is made of and be able to recognize a complete sentence.

**Connection to Real Life:**

The students will be able to use the knowledge gained on run-on sentences to write their own stories. They will understand the importance of avoiding run-on sentences when communicating both verbally and written with others.

**Bloom’s Taxonomy:**

Knowledge- The students will understand how a run-on sentence looks.

Comprehension- The students will understand why run-on sentences need to be avoided, and how they are grammatically incorrect.

Application- The students will be able to recognize a run-on sentence and know how to correct them.

Analysis- The students will understand how run-on sentences can make communication difficult, and how to avoid using them in their own lives to communicate effectively.

Synthesis- The students will use their own writing to look for run-on sentences and correct them.

Evaluation- The students will use their knowledge of run-on sentences to peer edit their classmates’ writing.

**Multiple Intelligences:**

Spatial- The students will be able to see the run-on sentences on the board and watch them as they are cut to make them into complete sentences.

Linguistic- The students are working with words as they read sentences aloud as a class and in their small groups. They learn to recognize what a run-on sentence sounds like.

Bodily-kinesthetic – In small groups the students are using scissors to cut apart sentences to make them complete.

Interpersonal- The students are working in small groups to break apart run-on sentences and also to peer-edit each others’ writing.

**Differentiated Instruction:**

For advanced students, the teacher can introduce other ways to combine sentences such as a comma and conjunction or using a semi-colon.

For students who do not seem to understand the concepts, the teacher can use shorter sentences to make it easier for the students to recognize where a sentence ends.

**Materials:**

**-**K-W-L Chart

-Run-on sentences glued together end to end and rolled up

<http://www.learnnc.org/lp/media/lessons/writing3142003223/Run-on_Sentence_1.pdf>

-Copies of Sentence Run-on 2 for each Student

<http://www.learnnc.org/lp/media/lessons/writing3142003223/Run-on_Sentence_2.pdf>

-Construction Paper

-Scissors

-Glue

**Time:**

1 hour

**Procedures:**

*Set-*

The teacher will have the students create a K-W-L chart. The teacher will have the students list what they know about run-on sentences and what they would like to learn about them during the lesson. The K-W-L Chart will be brought back at the end of the lesson. To begin the lesson, the teacher will ask a student for help with unrolling the long, run-on sentence. The teacher will read the sentence aloud with no breaths or pauses.

*First Step of the Tennessee Instructional Model- “I Do”*

The teacher will identify why the sentence is a run-on. The teacher will ask for student volunteers to reread the run-on sentence, stopping where they think the first sentence should end. Continue with the remaining parts of the sentence. The teacher will cut the model sentence apart at the stops. The teacher will tell the students that capital letters and periods are used to show readers where one sentence ends and the next sentence begins. The teacher will work with the students inserting periods and capitalizing the first letter of the next sentence. The teacher will reread the model sentence and ask students if the periods and capital letters make it easier for them to read the sentences.

*Second Step of the Tennessee Instructional Model- “We Do”*

The teacher will hand out copies of Run-on Sentence 2. The teacher will have students work in small groups to cut the sentence apart and edit for correctness. The teacher will remind students to add capital letters and a period to show where one sentence ends and the next sentence begins. The students will glue their edited sentences to construction paper. The teacher will have the students read aloud their revised sentences to the class.

*Third Step of the Tennessee Instructional Model- “You Do”*

The teacher will have the students read aloud their own writing to a partner to check that periods and capital letters are in the correct places.

*Closure-*

The students will review what a run-on sentence is and take the “Run-On Sentence” Quiz to practice identifying complete and run-on sentences. The teacher will have the students bring back their K-W-L Chart and fill in the last column on their own with information they have learned and any further questions they may have.

*Assessment-*

The teacher will use the quiz to determine if students can identify run-on and complete sentences. The teacher will collect and use the K-W-L chart to assess the students’ knowledge on run-on sentences. The teacher will use the students writing that they have edited after reading to a classmate to assess if corrections for run-on sentences have been made.

*Assessment and/or Tools-*

K-W-L Chart

Run-On sentence Quiz:

<http://www.quia.com/pop/35933.html?AP_rand=1409060584>

*Supplemental Activities-*

After students have learned different ways to correct run-on sentences, they can practice using a run-on sentence and correcting it in several ways. This will allow them practice with run-on sentences, and present a variety of ways for students to correct and avoid run-on sentences in their own writing.

This lesson was found on: <http://www.learnnc.org/lp/pages/3742>

*Reflection*

The unit I did was on punctuation. This is an important topic for students to focus on in the third grade. The Common Core Standards addressed in my lessons included:

L. 3. 1 Demonstrate the command of the conventions of Standard English grammar or usage in writing or speaking.

L. 3. 2 Demonstrate the command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

These two standards were very broad and covered many subtopics that teachers could create a lesson on. Unlike the Tennessee State Standards, where the students must be able to accomplish a specific skill, the Common Core Standards group a variety of skills together. I think this would be very difficult for teachers if they only planned their lessons around the Common Core Standards because it does not provide the checklist type list of skills the students need to accomplish. On the other hand, it opens more opportunities for teacher to teach topics that may not be specifically lined out like the State Standards. It allows teachers to in a way shape their own path of what types of lessons they want to teach. I do like that the Common Core Standards are not simply “students should be able to identify the three types of sentences” like the State Standards. It requires more from the students because they must be able to apply what they have learned in the classroom to their everyday life, in this instance their writing. They have to know more than the definition of an exclamatory sentence or why you capitalize the first letter of a sentence.

One strategy I have incorporated into the lessons is using graphic organizers. For “Stop that Run-on,” the students are using a K-W-L chart to brainstorm concepts they already know about run-on sentences and documenting what they have learned after the lesson. This not only helps the students to organize their thoughts, but allows the teacher to see where the class was before the lesson started, and what they have learned or are still struggling on afterwards. Another strategy I used in all three lessons was incorporating Gardner’s Multiple Intelligence: Bodily-kinesthetic. Students especially at the young age are full of energy. Teachers should embrace this and use it to their advantage. In each lesson, the students are able to get up and move around whether it is to play “Stop and Go” or to form groups to cut up and fix run-on sentences. Students will remember the lessons better when they have that experience and are able to look back and remember the activities they did. Any kind of activity that is not lecturing material will have a bigger influence on the students.

I used a variety of assessments in the three lessons. In “Stop. And. Go.” the teacher is simply observing the student as they complete the activity to determine if they understand the importance of a period. “Stop That Run-on” has a more formal type of assessment by using the online quiz. The teacher can see the scores of the students to determine if they have learned the material. In “The Perfect Punctuation” the students are doing two types of assessment. They are involved in the game where the teacher can watch as they move around the room to determine what type of sentence is read. The teacher can use this information to see which types of sentences the class as a whole is struggling with more than others. The students create a journal entry at the end of the lesson. The teacher can use this more formal assessment to see where individual students are having more difficulty. Using different types of assessment in the classroom is very important for teachers. Informal assessments I feel are just as important as a formal assessment. If teachers are constantly assessing their students without the students noticing, the teacher is able to differentiate instruction for different students and change the lesson to help the class as it is being taught. It is important for teachers to be aware of their students and their learning at all times. Without assessment happening in the classroom, the teacher will be unaware of struggles students are encountering until a formal assessment occurs and many times then it is too late.